DOCUMENT RESUME

ED 131 875 JC 760 635

AUTHOR Carranza, Elihu
TITLE A Multicultural Studies Model for the Community College: A Report and a Position Paper.
PUB DATE Dec 76
NOTE 45p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; *Curriculum Design; *Curriculum Development; *Ethnic Studies; Interdisciplinary Approach; *Junior Colleges; *Mexican Americans; Minority Groups; *Models
IDENTIFIERS Evergreen Valley College; San Jose City College

ABSTRACT

The Mexican-American Studies Curriculum at San Jose City College (California) was analyzed in order to determine appropriate means and purposes for implementing an interdisciplinary multicultural studies program for neighboring Evergreen Valley College. Results indicated that ethnic peoples face cultural conflict and isolation in contemporary North American society and that an environment that creates integrative experiences between the individual and his group is essential to the success of most Mexican-American students. A multicultural studies model comprising four curriculum stages was subsequently developed. Stages of the model focus on (1) skills, (2) core, (3) emphases, and (4) synthesis. A rationale for each stage and evaluation procedures for use with the model were developed. While the multicultural studies model was initially formulated for use in implementing a Mexican-American Studies program, it should be noted that it is equally applicable to other ethnic or cultural studies. Appended is a statement of Evergreen Valley's philosophy and goals, a description of courses and units appropriate to the suggested model, and an analysis of the district-wide Mexican-American studies curriculum. (Author/JDS)

****
* Documents acquired by ERIC includs many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED131875

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

A MULTICULTURAL STUDIES MODEL FOR THE COMMUNITY COLLEGE: A REPORT AND A POSITION PAPER

by

Elihu Carranza, Ph.D.

San José State University

(former Provost, Evergreen Valley College)

Topical Paper

December 1976

JC 760 635

ACKNOWLEDGMENTS

The author expresses his gratitude to the Mexican American Studies faculty of both San José City College and Evergreen Valley College for their labor, and the unstinted sharing of their time and thoughts. In particular, the author thanks the members of the Mexican American Subject Area Association of Evergreen Valley College: Angelo Atondo, Mauro Chavez, Dave Gutierrez, Maurice Ramirez, and Richard Regua.

The contribution of Professor José Carrasco, Mexican American Graduate Studies, San José State University, who served as consultant is gratefully acknowledged.

Instructors Alfred Arteaga, Stelvio Locci, Anna Muñoz, and Frank Ruiz also participated in the discussions with the Evergreen Valley College Subject Area Association.

The author thanks Dr. Theodore Murguia, President of San José City College; Ms. Olivia Mercado, President of La Raza Faculty Association of the California Community Colleges; Dr. Al Solomon, Assistant Dean of Instruction for Educational Resources and Instructional Development, San José City College; Mr. Hector Cordova, Assistant Dean, Arts, Sciences and Technology, Ohlone College; Mr. Raul Felix, Assistant Dean of Students, Multicultural Relations and Special Services, Foothill College; and Mr. Rudolph Cordova,

Coordinator Bilingual/Bicultural Education and Instructor, San José City College for their support and comments on an earlier version of this paper.

Finally, the author acknowledges with many thanks the invaluable work of Mrs. Sharon M. Carranza, Librarian, Cañada College, who assisted in the preparation of the manuscript.

CONTENTS

	Page
Introduction	1
Purpose	2
Definition of Terms	5
Major Premises	7
Goals	8
The Multicultural Studies Model	9
Educational Evaluation Procedures	16
Summary	20
Bibliography	23
Appendix	
A. Evergreen Valley College Philosophy and Goals	26
B. Courses and Enrollments, Fall/Spring Terms, 1975-76, Evergreen Valley College	31
C. Stage Course and Unit Designations	32
D. Analysis of District-wide Mexican American Studies Curriculum	34

A MULTICULTURAL STUDIES MODEL FOR THE COMMUNITY COLLEGE: A Report and A Position Paper

by

Elihu Carranza, Ph.D.
San José State University
(former Provost, Evergreen Valley College)

INTRODUCTION

The San José Community College District enjoys at least two proven and successful interdisciplinary programs, one of which is Mexican American Studies at its San José City College campus. Since one of the premises of the philosophy of its newest campus, Evergreen Valley College, is to develop interdisciplinary courses, it was logical for Mexican American Studies' faculty to explore ways for adapting and perhaps adopting portions of Mexican American Studies curriculum for Evergreen Valley College in conformity with its educational philosophy.

This exploratory work emerged as a model whereby other ethnic/culture groups could and should participate, for the premises and objectives that evolved state values and identified educational needs which embraced many cultures--thus the term multicultural. Hence, while initially representing Mexican American concerns, the model is not limited to Mexican Americans.

PURPOSE

To this purpose, the faculty of Mexican American Studies met with the Provost of Cluster Roble, Evergreen Valley College, to determine:

1. What were to be the Mexican American curriculum course offerings for the succeeding semester at Evergreen Valley College given student needs and existing resources? and
2. Subsequently, how and in what direction should Mexican American faculty proceed to innovate the existing curriculum at Evergreen Valley College toward the establishment of Multicultural Studies based on a record of previous enrollments, student needs, and existing resources?

The purpose of the curriculum analysis was not to duplicate the curriculum of Mexican American Studies at its sister college, but to analyze its interdisciplinary focus, selecting a portion of its rather comprehensive array of courses. The analysis and evaluation process yielded curricular "building blocks" with which the faculty could create and develop additional interdisciplinary interests, or bring about innovative modifications within the existing curriculum in accordance with the Evergreen Valley College setting.

It should be noted that Evergreen Valley College is a Cluster/Center college. The Cluster/Center concept organizes a comprehensive college program into Clusters of approximately two thousand students housed in four Centers of four to five

hundred students each, approximately fifteen faculty, a center counselor, and a center coordinator.

Preliminary discussions revealed at least three phases:

Phase I ---Schedule of Classes for the next semester.

Phase II ---Development of a focus or orientation which encompassed existing needs and resources.

Phase III ---Development of a master curriculum that included criteria and guidelines for long range curriculum development.

Phase I planning was an immediate concern. Drawing on the experience of the faculty of Mexican American Studies, a predetermined, sufficiently comprehensive curriculum was to be offered in order to assess course enrollments or student demand, and to justify projected positions.

Phase II planning required a series of conferences with the faculty of Mexican American Studies. It was determined that the possibility of a number of interdisciplinary linkages existed with disciplines shown below. These conferences assisted the Mexican American Studies faculty in identifying effective means for interdisciplinary products.

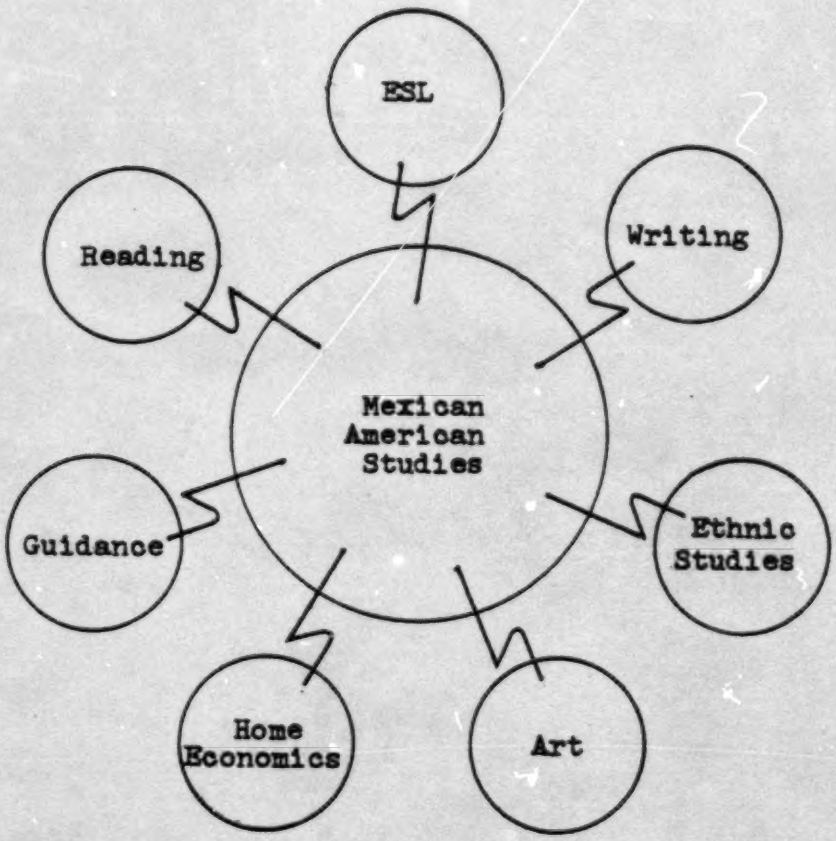
The following Figure depicts combinations for interdisciplinary efforts.

/Figure I here/

The purpose was to focus on curriculum development. The process was guided, in part, by articulating the philosophical premises underlying Mexican American Studies courses, and

Figure 1

Interdisciplinary Efforts



as the articulation became more explicit, identifying assumptions which were fundamental to those premises. This process yielded specific goals and an overall focus for Multicultural Studies.

Phase III planning occurred after articulation of the premises and identification of assumptions of the Mexican American Studies curriculum had yielded a set of criteria constitutive of a perspective for curriculum revision, deletion or development. This phase involved the faculty in a series of conferences with selected support staff of Evergreen Valley College, and consultants in curriculum development. Later, phase III work would produce data for a master curriculum with opportunities for self-renewal. In order to prevent later ossification of the courses into a "saber-tooth curriculum," opportunities for renewal were seen to be important.

DEFINITION OF TERMS

Because a discourse such as this may use ordinary language in specialized ways, in addition to a degree of reliance on technical terms, it may be useful, therefore, for purposes of clarity and consistency to stipulatively define the following terms.

1. The term multicultural education, as herein used, denotes an interdisciplinary process whereby students achieve cultural awareness, recognition of the value of human dignity and respect for their

own origins and the origin's of other people in this country and the world. Emphasis on the study of selected cultures or ethnic groups is not precluded.

2. Interdisciplinary denotes a process whereby courses or concepts and principles from one or more disciplines are combined to yield a new perspective, i.e., a different way of conceiving, analyzing, or evaluating problems confronting the Mexican American in contemporary society. As such, interdisciplinary is a way of combining course materials, curriculum content, or teaching strategies to achieve certain objectives of the Multicultural Studies curriculum in conformity with a philosophy of education.
3. The term ethnic in ethnic group denotes a unique social and cultural heritage passed on from one generation to another. Members of an ethnic group share a sense of identity by race, religion, or national origins, and are identified by patterns of family life, language, religion, and other customs which differentiate them from others.
4. Culture is defined as a complex of art, belief, custom, knowledge, morals, law, language, values, and that part of the total repertoire of human action and its products which is socially transmitted.
5. Conflict may be defined as a struggle over values or claims to status, power, and scarce resources

characterized by the presence of discontent, disagreement, or disharmony.

6. Isolation denotes a condition of solitude as a result of withdrawal from depersonalized roles in society.
7. Alienation describes estrangement from one's society as a result of obstacles to living purposeful lives.
8. Emotional support refers to a supportive climate for human interaction in contradistinction to a defensive climate. In a highly supportive climate it is easier for one to convey ideas more clearly to more effectively explore strategies for problem solving.
9. Creative Problem Solving is the struggle for improvement, i.e., recombining known elements to produce ideas and solutions that are new, valuable, and more satisfying than previously existed.

MAJOR PREMISES

The Phase II analysis of the Mexican American curriculum revealed the following premises:

1. Cultural conflict is a basic phenomenon for Mexican Americans in contemporary North American society.
2. Isolation and often withdrawal are common responses of Mexican Americans to highly formal organizations and depersonalized roles which produce cultural conflict and alienation.

3. An emotionally supportive environment is essential for Mexican Americans, i.e., one that creates a highly integrative experience between the individual and his group -- one that enhances interaction, cooperation, risk-taking, strategies for overcoming alienation, and sharing of information (including ways to analyze and manipulate it).
4. The development of creative problem solving techniques compatible with the Mexican American lifestyle is vital.

GOALS

The following goals comprise in effect the "minor premises." These, together with the major premises above constituted the elements upon which subsequent recommendations were to be based in Phase III.

1. To increase the personal power base of the individual to function successfully in highly formal and depersonalized social settings.
2. To enhance the individual's success oriented posture toward an aspiration to professional occupations.
3. To enhance the individual's ethnic group identify and forge stronger bonds of social service commitment toward problem solving in the ethnic community.
4. To develop critical thinking skills and encourage greater inquiry toward learning and fact finding.
5. To develop the individual's capacity for critical

decision-making and assessment of community needs and resources.

6. To develop the individual's proficiency in the Spanish language so that he/she may more effectively service the Mexican American/Latino community.
7. To develop the student's bilingual capabilities to meet the growing communication requirements within the community.

THE MULTICULTURAL STUDIES MODEL

The Multicultural Studies (MCS) model was the result of matching the "major premises" -- the products of lengthy and rather exhaustive curriculum analyses -- and "curriculum goals." The latter were also products of analysis -- the analysis of the cultural environment and climate facing Mexican Americans and other ethnic cultures in contemporary North American society.*

---

*In this regard, the faculty drew from its rather extensive personal experience, a power base that has remained, for the most part, untapped by curriculum planners. In this instance, the faculty as a group comprised many years of teaching and active community involvement. Collectively, the faculty's curricular/teaching experience included expertise in the Social Sciences, English and ESL, Bilingual/Bicultural Education, Philosophy, Public Administration, Educational Administration, Instructional Aides, and

The "bridge" between premises and goals consisted of four stages, each of which comprises a number of courses taken either from the present curriculum, or to be developed at a later date.

I. Skills Curriculum Stage
II. Core Curriculum Stage
III. Emphases Curriculum Stage
IV. Synthesis Curriculum Stage

/Figure II here/

It should be noted that the stages are not necessarily sequential, i.e., courses in the Skills Curriculum can be taken simultaneously with courses in other stages. Further, the model does not require that students "flow" through the model as individuals; group processes which involve cooperative student efforts and teacher/facilitator roles were perceived as highly compatible with the model's four-staged arrangement. Thus, the model permits either a structured group process or an individual student approach to learning (or a combination of both) with a variety of curriculum options, limited only by program resources.

Guidance. Within the Social Sciences, the faculty is qualified to teach and has taught in a number of areas including: History, Government, Sociology, Political Science, Speech-Communication, and Mexican American Studies.

Figure II

Multicultural Studies Model

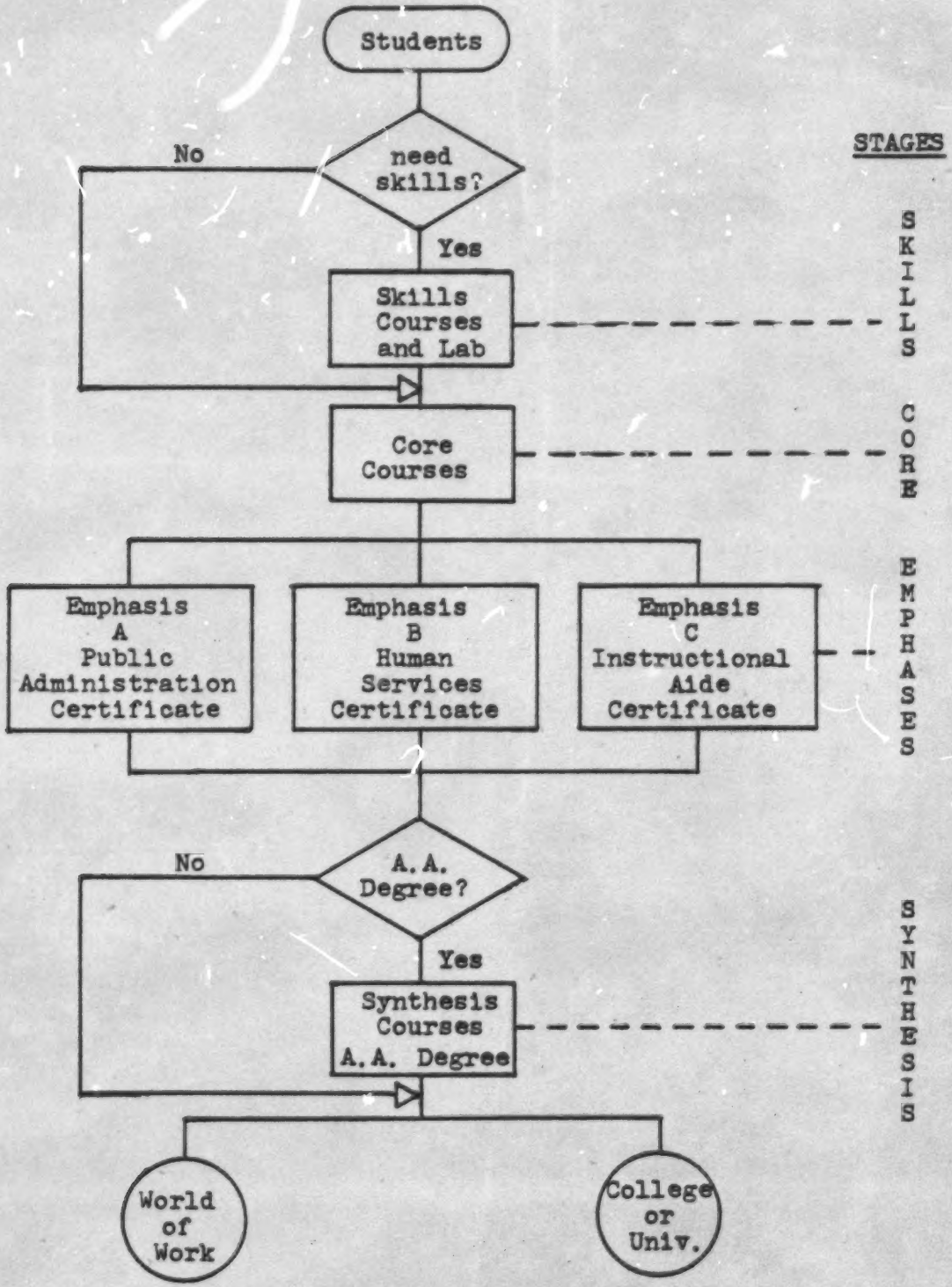


Figure III depicts the curriculum stages in a different configuration to more clearly show how the model can include other cultural components while maintaining the four-staged arrangement of Skills, Core, Emphases, and Synthesis. It should be noted that the descriptions which follow refer to one segment of the model, i.e., the Mexican American segment. Other groups may differ in the arrangement of their courses among the four stages of the curriculum. Likewise, other groups may have different Emphases than those displayed here. It is assumed, however, that the Skills Curriculum Stage constitutes at least one stage wherein not only ethnic/cultural group students will benefit, but it will also draw from the student body at large to benefit the many students who may be in need of skills development.

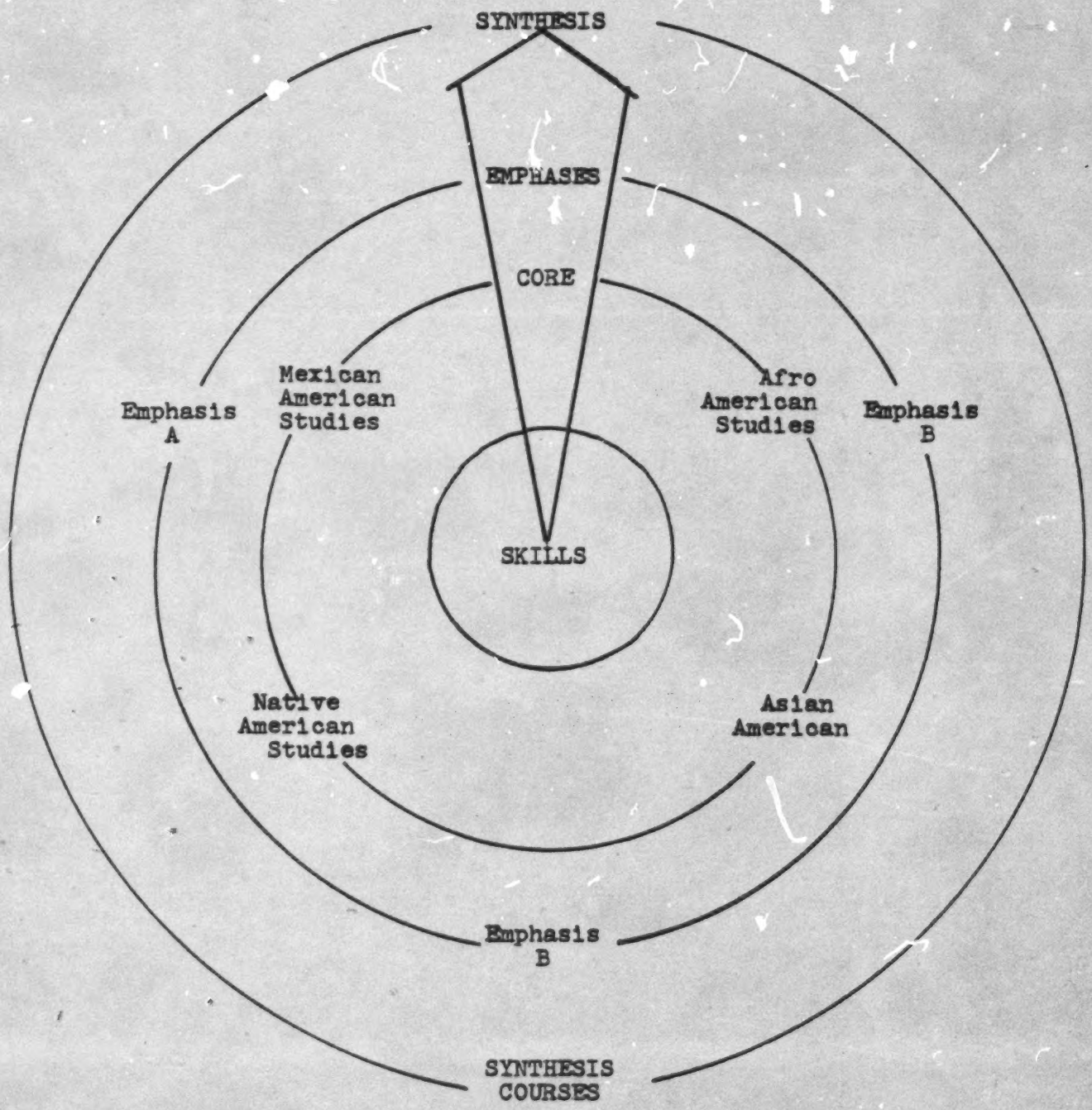
/Figure III here/

Briefly, the structure of the MCS model reflects the product of a collective analysis of curriculum and student environments. The model, in other words, constitutes a "bridge", as noted earlier, between a situation-as-it-exists and a situation-as-it-should-be.

The Skills Curriculum Stage serves as a possible point of entry for the student depending on prior assessment of skills outcomes. Generally, this stage recognizes the need for the community college to significantly enhance the learning experiences of our students by providing them with

Figure III

Multicultural Studies Model



the necessary academic and human relations skills to succeed in the MCS program and the college. These skills fall into two categories: the cognitive and the affective. The cognitive skills comprise analysis, computation, decision-making, reading, speaking and writing. The affective domain includes human relations skills at the interpersonal, group, and organizational levels. At least three means for delivering these skills were identified: 1) through specific skill courses already in existence, 2) through laboratory sessions, and 3) through counseling sessions.

The Skills Curriculum Stage was viewed as a crucial component of the MCS model in that achievement in this area constitutes for the student the means for achieving successfully in all other stages of the curriculum. In short, success at this stage, while not guaranteeing success at other stages, is a necessary condition for succeeding achievements.

The Core Curriculum Stage comprises General Education and Elective courses taught from the particular cultural/ethnic perspective, and courses in the Social Sciences or the Humanities that are relevant to Mexican American community concerns or issues. This stage of the total curriculum, therefore, performs a parallel function of preparing students in the area of general studies, and providing the student with the necessary conceptual and theoretical background for the Emphases and Synthesis stages of the MCS curriculum.

As Figure II depicts, the Emphases Curriculum Stage comprises three areas of concentration: 1) Public Administration, 2) Human Services, and 3) Instructional Aide. These were selected, in part, because each had already been developed and could easily be adapted to meet the specific goals of the MCS program. Faculty and curriculum resources were factors in determining emphases. However, the Emphases Stage is by no means fixed or limited to these three areas of concentration; certainly student or community needs could warrant the addition of other emphases.

The Emphases Curriculum Stage is designed to constrain both student and teacher to further develop the acquired general skills and concepts of the Skills and Core stages toward concentration or specialization in one area of study leading to either a Certificate of Achievement or an Associate of Arts degree. Upon completion of the courses in this stage, the student should be able to successfully achieve in a position with a public or social organization.

The Synthesis Curriculum Stage represents opportunities for students to relate the first three stages with work experiences in the community. It is a stage which mutually benefits both the student and the program. Thus, from one perspective, this stage creatively weaves the student's life or work experiences with his education. From another point of view, valuable data from student assessments of the relation between the "world of work" and "the college" will enable program planners to evaluate and modify the program premises.

objectives, or courses continuously. In other words, at this stage students and faculty work toward the successful application of skills and knowledge -- evaluating for themselves the relevancy of the MCS curriculum and thereby providing invaluable feedback.

In summary, the MCS curriculum is an interdisciplinary approach that enables students to achieve five academic objectives. First, in the Skills stage, students develop the necessary general skills to succeed in the college and the specific skills to succeed in the MCS curriculum. Second, students fulfill Elective requirements in the Core and Emphases stages. Third, students also satisfy General Education requirements in the Core and Emphases stages. Fourth, students are eligible to receive certificates upon successful completion of courses in one of the occupational areas: Public Administration, Human Services, or Instructional Aide. Fifth, students who complete the Synthesis stage receive an Associate of Arts degree in Multicultural Studies.

EDUCATIONAL EVALUATION PROCEDURES

The MCS model describes activities that involve responsibilities newly assigned to educators, new kinds of relationships among different kinds and levels of students, and a need for cooperative decision making about education among a variety of educational disciplines.

A crucial adjunct to these newly acquired responsibilities is a requirement for evaluation and accountability. Funding

agencies and the tax paying public are exercising their right to know whether the sums of monies spent to implement educational programs are producing the desired effects. As a direct consequence, educators will increasingly require timely evaluative information that provides rational bases for their decisions among alternative plans and procedures.

According to Guba, traditional educational evaluation methods have failed for the most part in their attempts to assess, much less control, the impact of innovations, programs, procedures and strategies on systems. The MCS model has therefore incorporated certain evaluation procedures first described and developed by Stufflebeam. Evaluation is seen to be that which provides information for decision making wherein educational improvement is an ultimate goal. The evaluation procedures to be described are based on Stufflebeam's work in this area.

The evaluation procedures describe four strategies for evaluating the MCS curriculum based on four kinds of educational decisions. Those decisions which focus on improvements in terms of the domain, the major goals, and the specific objectives to be served are called <u>project decisions</u>. Those decisions which specify requirements in terms of the procedures, the personnel, the facilities, the budget, and the time allocated for implementing planned activities are called <u>design decisions</u>. Those decisions which direct the programmed activities are called <u>progress decisions</u>. Finally, those decisions which either terminate,

continue, evolve or modify activities of the MCS program are called congruence decisions.

The four kinds of educational decisions are served by four strategies of evaluation: 1) environment evaluation, 2) resource evaluation, 3) performance evaluation, and 4) outcome evaluation. Briefly, environment evaluation concerns descriptions of the area or areas where charges are to take place. It includes a delineation of multicultural unmet needs. Resource evaluation involves compiling a list of relevant capabilities and the strategies that could be used. Performance evaluation involves the analysis of the procedures actually being used. Outcome evaluation is congruence evaluation, i.e., the extent to which the MCS curriculum's objectives have been realized.

Figure IV depicts the relations between the type of evaluation, type of decision, information, and strategy for each evaluation mode.

/Figure IV here/

In sum, environment evaluation purposes the selection of objectives based on information about needs, problems, and opportunities in the operational context. Environment evaluation also provides faculty with the means for defending the chosen objectives, since a record as well as the reasons for their choice is part of the educational environment evaluation.

Figure IV

MCS Evaluation Procedures

EVALUATION	DECISIONS	INFORMATION	STRATEGIES
Environment	Project Decisions	About needs, problems, and opportunities to identify objectives.	To define the operational environment, identify and assess needs in context and delineate problems underlying needs.
Resource	Design Decisions	About strengths and weaknesses of alternative strategies for achieving given objectives.	To identify and assess system resources to include designs for implementing strategies; to maintain records.
Performance	Progress Decisions	About strengths and weaknesses of a strategy during implementation to strengthen the strategy or its implementation.	To identify or predict defects in the procedural design or its implementation during operation; to maintain records of procedural events.
Outcome	Congruence Decisions	For determining whether objectives are being achieved and if procedures used should be continued, modified, or terminated.	To relate outcomes information to objectives and to environment, resource, and performance information.

Resource evaluation determines what procedures should be followed in order to achieve the specified objectives. It assesses system capabilities for determining the strengths and weaknesses of alternative strategies. As such, resource evaluation provides a record of the alternatives chosen and why one was chosen and not another.

Performance evaluation determines whether the procedures used in implementing a project design failed or succeeded, and in the case of failure, determines why, by means of a record of procedural events and activities.

Outcome evaluation addresses the question of whether or not the objectives chosen are being achieved. It also provides a record which assists in determining whether the procedures used to achieve certain objectives should be continued, modified, or terminated.

Proper implementation of the MCS model sill require proactive support for decision making, as well as retroactive support for accountability. These evaluation procedures systematically provide timely information to decision makers for a wide range of questions concerning decision making, evaluation, and accountability.

SUMMARY

This document, as its title stipulates, constitutes a report and a position paper.

As a report, it records in a condensed form the results of lengthy discussions and analyses of courses and the Mexican American Studies curriculum covering hundreds of con-

ference hours. These conferences revealed that ethnic peoples, and in particular, Mexican American students continue to face cultural conflicts and isolation in contemporary North American society. Analysis also produced consensus about the kind of emotional supportive environment essential to the success of most Mexican American students: one that creates integrative experiences between the individual and his group. Such creative interaction was perceived as a means for enhancing cooperation, risk-taking, and generally, for developing strategies for overcoming alienation and for problem solving.

As a position paper, this document sets forth a MCS model which was conceived as an initial conceptualization of the means for bridging the gap between "the major premises" (products of curriculum analyses) and "the goals" (products of what amounted to an educational environment evaluation). The conceptualization comprises four stages in the MCS curriculum: 1) Skills, 2) Core, 3) Emphases, and 4) Synthesis. A summary of the rationale was set forth for each of these. It was emphasized that other cultural/ethnic groups can input at any or all of the stages of the model.

Finally, evaluation procedures first developed by Stufflebeam and modified to conform to the goals of the MCS curriculum were described.

The MCS model represents a process of curriculum analyses, evaluation, and modification which conceptualizes in a meaningful and workable fashion the relations between students,

faculty, curriculum, resources, and the world of work in a society wherein the problems of discrimination and prejudice have not disappeared and have yet to be resolved.

BIBLIOGRAPHY

Association of California School Administrators. "Chicanos and Education." Thrust, 1975, 4 (3).

Baylock, Enid V. "Article 3.3: California's Answer on Cultural Diversity in the Classroom." Phi Delta Kappan, 1975, 57 (3).

California Postsecondary Education Commission. A Five-Year Plan for Postsecondary Education in California: 1976-81. Sacramento, 1975.

California State Department of Education. The Five W's of Bilingual-Bicultural Education. Sacramento, 1974.

California State Department of Education, Bureau of Intergroup Relations. Guide to an Analysis of Curriculum Materials for Ethnic Heritage Programs. Sacramento, 1974.

California State Department of Education, Bureau of Intergroup Relations. A Guide to the Process of Planning for Multicultural Educational Programs. Sacramento, 1976.

California State Department of Education. Teacher Preparation in the History, Culture, and Current Problems of Ethnic Minorities (Article 3.3). Sacramento, 1974.

Carranza, Elihu. "Success Analysis for Multicultural Educators." 1976. (Mimeo)

Carranza, Elihu, et al. "Multicultural Studies Model: A Position Paper and a Report." San Jose, California: Evergreen Valley College, 1976. (Mimeo)

Fort, Jane, et al. "Cultural Background and Learning in Young Children." Phi Delta Kappan, 1969, 50, 386-88.

Guba, Egon G. "The Failure of Educational Evaluation." Educational Technology, 1969, 9 (5), 29-38.

Hamilton, Andrew. "Education and La Raza." American Education, 1973, 9 (6).

Morrison, James L., Watson, Eugene R., and Goldstein, Jerry. Compensatory Education in the Community College: An Interactionist Approach. Topical Paper No. 52. Los Angeles: ERIC Clearinghouse for the Junior Colleges, University of California, 1975.

"Multicultural Curriculum." (Special Issue). Educational Leadership, 1975, 33 (3).

National Study of School Evaluation. Evaluation Guidelines for Multicultural-Multiracial Education (Secondary Schools). Arlington, Virginia, 1973.

Occupational Education Master Planning. San Jose, California: San Jose Community College District, 1976.

Osborn, Alex F. Applied Imagination. New York: Charles Scribner's Sons, 1963.

Perry, J. "Notes Toward a Multicultural Curriculum." English Journal, 1975, 64.

"Report: Education for Pluralism." Educational Leadership, 1975, 33 (1).

Rich Andrea L. Interracial Communication. New York: Harper & Row, 1974.

Smith, Arthur L. Transracial Communication. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Stufflebeam, Daniel L. "Toward a Science of Educational Evaluation." Educational Technology, 1968, 8 (14). See also his "The Relevance of the CIPP Evaluation Model for Educational Accountability." Columbus, Ohio: The Ohio State University. (Mimeo)

"Toward Cultural Pluralism." (Special Issue). Educational Leadership, 1974, 32 (3).

APPENDICES

APPENDIX A

Evergreen Valley College
Philosophy and Goals

Among the goals Evergreen Valley College proposes within a flexible and varied educational environment of traditional and non-traditional learning modes are the following:

GOAL: To provide the variety of learning experiences necessary for individual students to reach their personal educational goals.

MEANS: Evergreen Valley College offers a balanced variety of courses, programs and activities to meet the diverse educational needs of students.

-- Associate of Arts or Science degrees, and the first two years of a four-year Bachelor's degree program.

-- Degree and certificate instructional programs that are geared toward immediate employment for a number of careers in vocations, occupations and trades.

-- Programs and courses for upgrading, updating, redirection, or re-entry into occupational areas to meet the rapidly changing requirements of employment.

-- Courses for personal intellectual interests and/or liberal education pursuits.

-- Programs to develop and improve basic skills.

-- Courses of varying duration with and without credit.

to meet the wide range of educational needs and interests of the student population.

-- Programs to assist each student with study habits and learning problems.

GOAL: To provide a variety of modes for learning.

MEANS: Realizing that individuals learn in different ways, and at different rates, Evergreen Valley College offers a number of alternatives for students to elect to accomplish their goals. Once objectives for a course or program have been identified, a student may select from traditional lecture and laboratory sessions, large or small group instruction, independent study through programmed instruction utilizing a large variety of teaching machines and aids, on-the-job training, varying time modules, and credit for skills and knowledge gained outside the classroom.

The college recognizes the community as an extension of the campus facilities which provides a laboratory for learning.

GOAL: To provide a superior learning environment.

MEANS: Change, creativity, and innovation are encouraged as a means for improving the educational environment. Evergreen Valley College maintains a continual program of evaluation to determine the effectiveness of its efforts, and research to ascertain the needs

of the community.

Evergreen Valley College seeks to provide an environment conducive to personal, emotional, cultural, and intellectual development. The cluster concept provides for career ladders from which many exits are possible. The college responds quickly and efficiently to everchanging needs of an urban-technological society.

Course goals are stated in terms of attainable objectives with various means for their achievement. Continuous evaluation ensures their relevance to changing community needs and requirements.

Every student has the opportunity to explore, to succeed or fail in that exploration, and to personally recognize success or experience failure.

The cluster concept is designed to provide an environment in which faculty and staff carry out their commitment to assist students in their learning endeavors.

GOAL: To provide the support services for students which make it possible to remain in college and to achieve their education goals.

MEANS: The college provides students with advice concerning a number of financial aid sources.

It provides a source of information concerning employment while attending college.

Student Health Services assists students with physical and emotional problems.

Tutoring services help each individual improve his learning skills.

GOAL: To provide counseling and guidance services which enable each student to select the program best suited to his personal requirements.

MEANS: Skilled counselors provide guidance in career/program planning, personal direction, and provide aptitude, ability and placement evaluation services. The student is informed about programs which are commensurate with his abilities and interests.

GOAL: To provide students with an environment which fosters their identity and individuality.

MEANS: Student identification with small learning centers provides the opportunity to be acquainted with other students and staff, since all are housed within the center where students take most of their classes. Participation in center activities is encouraged, and students are invited to participate in decisions affecting the total learning process at Evergreen Valley College.

GOAL: To provide a program of community services which assures all citizens of all ages a rewarding learning and enrichment experience.

MEANS: Enhancement of the individual in physical, emotional, and social realms of living is the focus of the community services program. The college serves the total community by presenting theatrical productions, films, lectures, musical events, special courses, use of rooms and facilities, and use of athletic facilities as a source of cultural, recreational, and avocational inspiration.

GOAL: To achieve and maintain affirmative action at all levels of employment.

MEANS: The President of the college shall be responsible for the implementation and maintenance of an Affirmative Action procedure which focuses on the specific needs of the community which the college serves.

APPENDIX B

Courses and Enrollments
Fall/Spring Terms, 1975-76
Evergreen Valley College

FALL Printout of January 9, 1976:

Course Number	Course Title	Enrollments
	(Day)	
1A	English Composition	27
17A	History of the U.S.	37
22	Mexican American History	38
30	Mexican American Culture	30
10	Introduction to Sociology	27
	(Evening)	
92	Fundamentals of Composition	22
21	Politics & Government in America	21
22	Mexican American History	46
30	Mexican American Culture	18
	Subtotal	266

SPRING Printout of February 21, 1976:

Course Number	Course Title	Enrollments
	(Day)	
1B	English Composition	10
92	Fundamentals of Composition	34
30	Improvement of Writing	34
21	Politics & Government in America	26
17B	History of the U.S.	42
22	Mexican American History	37
30	Mexican American Culture	36
20	Mexican American Sociology	37
21A	Elem. Spanish for Bilinguals	34
91A	Spanish (Conversational)	21
	(Evening)	
1A	English Composition	28
21	Politics & Government in America	29
30	Mexican American Culture	34
20	Mexican American Sociology	28
	Subtotal	430
	TOTAL	696

APPENDIX C

Stage Course and Unit Designations

I. SKILLS AREA

Courses to be developed in:

Reading Skills
Writing Skills
Computational Skills
Communication Skills
Guidance

Total Units: (as needed)

II. CORE AREA

Mexican American Studies courses

Other Ethnic Studies courses

General Education courses

Additional interdisciplinary elective courses to be developed in:

Drama
Music
Art
Psychology
Anthropology
Guidance

Total Units: 21 to 25

III. EMPHASIS AREAS

A. Occupational/Vocational Emphasis in Public Administration

Courses to be developed:

Introduction to Principles of Public Administration
State and Local Government
Fiscal Policy
Personnel Administration
Community Organization

Total Units: 18 to 20

B. Occupational/Vocational Emphasis in Human Services

Courses to be developed:

Consumer Studies
Marriage/Family
Gerontology
Mental Health
Drug Abuse
Community Organization

Total Units: 18 to 20

C. Occupational/Vocational Emphasis in Educational Paraprofessional

Bilingual/Bicultural Instructional Aide Program courses

Total Units: 18 to 20

IV. SYNTHESIS AREA

Courses to be developed in:

Supervision and Evaluation

Total Units: 3 to 6

GRAND TOTAL: 60 Units

APPENDIX D

Analysis of District-wide Mexican American Studies Curriculum

The following summaries of curriculum analysis outline courses and applications for Multicultural Studies (Mexican American segment). For more detailed course descriptionn, refer to the current Evergreen Valley College catalog.

I. Educational Paraprofessionals (Bilingual) Curriculum

108 Introduction to Bilingual Education

109 Psychology of the Bilingual/Bicultural Child

110 Children's Literature in Spanish

111 English as a Second Language Methodology

112 Bilingual Bicultural Materials Development

113 Internship in Bilingual Education

These courses constitute a portion of the curriculum for the Educational Paraprofessionals program at San José City College implemented first in 1975-76. All of the above were perceived to fulfill the requirements of Goals 6 and 7 (pp. 8-9) namely, to develop the bilingual capabilities of students to meet the communication requirements of the Spanish speaking community.

Four potential applications for Multicultural Studies were identified:

A. for development of Spanish language skills of students,

B. for development of bilingual components in other vocational components,

C. to serve as a pilot program for bilingual education at the school/college level, and

D. to provide in-service workshops in bilingual education to community agencies.

II. English Curriculum

1A English Composition

1B English Composition

92 Fundamentals of Composition

320 Improvement of Reading

330 Improvement of Writing

The above courses represent a portion of the traditional English curriculum which encompasses basic skills development, and effective composition and term paper writing skills. These courses have been taught by Mexican American Studies faculty and constitute Core curriculum courses. Goals 1, 4 and 7 were perceived to be partially fulfilled by these courses.

Two potential applications for Multicultural Studies were identified:

A. to modify and to integrate course objectives to the Skills curriculum area, and

B. to develop course content into self-paced modules for more individualized and more intensive instruction.

III. Foreign Languages Curriculum

21A/B Elementary Spanish for Bilinguals

41A/B Intermediate Spanish for Bilinguals

These courses provide bilingual students with the essentials of conversation, reading, composition, oral and written expression and cultural understanding of Spanish speaking people. Course content fulfills requirements of Goals 1 through 7, with emphasis on Goals 3, 6 and 7.

Three potential applications were identified for Multicultural Studies:

A. to integrate these courses as part of the Skills curriculum,

B. to require these courses of students enrolled in the Bilingual-Bicultural curriculum, and

C. to develop these courses as electives that will serve as occasions for students to analyze the socio-linguistic conflicts related to bilingualism.

IV. Guidance Curriculum

92 Seminario de Professiones Trabajos Bilingues

96 Planeamiento de Professiones para Hispanos

x100A Counseling Tools/Techniques in the Classroom (Bilingual-Bicultural Instructional Aide Program)

x100B Counseling Tools/Techniques for Emphasis in Public Administration, Human Services, and Instructional Aide Program.

Guidance 92 and 96 are designed to serve bilingual students (Spanish-English), particularly Spanish dominant students who may investigate and explore career opportunities where both languages are desirable or required. Guidance x100A/B are experimental courses. The former is designed for bilingual-bicultural instructional aide students; the latter is for students of the Emphasis curriculum who may or may not be bilingual. Goals 1, 2, 3, 6, and 7 were perceived to be partially fulfilled by these courses.

Two potential applications for Multicultural Studies were identified, namely, those listed in III B and C.

V. Literature/Linguistics

80 Mexican American Literature

90 English/Spanish Linguistics

99A English as a Second Language for Native Speakers

99B English as a Second Language for Native Speakers

English 80 provides students with 1) a survey of the contributions of Mexican American writers, and 2) opportunities for analyzing how Mexicans and Chicanos are treated in literature. English 90 introduces and analyzes the linguistic problems encountered by the Spanish speaking student in English language learning. English 99A/B provides an option for essentially Spanish speaking students towards developing English language skills equivalent to those acquired in English 1A except that English is taught as a second language to native Spanish speaking students and English 1A, 92, and

330 skills are integrated in one course. These courses would fulfill the requirements of Goals 1, 2, 3, 6 and 7.

Three potential applications for Multicultural Studies were identified:

A. to incorporate these courses as electives in a Bilingual Education emphasis,

B. to modify course content and objectives for inclusion in the Skills curriculum, selecting certain courses for individualized self-paced methods of instruction, and

C. to integrate selectively in an interdisciplinary fashion course content with History/Sociology/Culture courses as part of the Core curriculum.

VI. Social Sciences Curriculum

A. Traditional Curriculum

1A/B Principles of Economics

10 Introduction to Sociology

17A/B United States History

21 Politics and Government in America

25 Community Organizations

These courses represent a portion of the Social Science curriculum fulfilling the requirements of Goals 1 through 5 of the Multicultural Studies model.

B. Non-Traditional Curriculum

20 Mexican American Sociology

22 Mexican American History

23 Studies in Mexican American History

28 Survey of Third World Cultures

30 Mexican American Culture

These courses provide students with the Mexican American world view encompassing heritage, culture, and social processes. The content of these courses specifically relates to the "Mexican" portion of United States heritage, awareness, identity, motivation and social power. These courses were perceived to fulfill the requirements identified in Goals 1 through 7, and especially Goals 3, 4 and 5, of the Multicultural Studies model.

Two potential applications for Multicultural Studies were identified:

A. to adopt the traditional and non-traditional courses as central to the Core curriculum, the latter pertaining to the Mexican American segment, and

B. to modify teaching methods towards the interdisciplinary methods of the non-traditional curriculum without sacrificing the content of the traditional courses.

VII. Speech-Communication Curriculum

21 Public Speaking for Mexican Americans

41 Introduction to Discussion and Argument for Mexican Americans

These courses are equivalent to the college's "transfer" courses (Speech 20 and 40) except that Spanish and English

both are acceptable as the languages of communication. These courses fulfill the requirements of Goals 1, 4, 5, 6 and 7.

Two potential applications were identified for Multicultural Studies:

A. to enhance the student's success oriented posture at all levels of the Multicultural Studies model, and

B. to develop the student's communication effectiveness -- particularly during the internship portion of the Synthesis curriculum.

SUMMARY

In sum, the foregoing products of analysis and evaluation indicate that the existing Mexican American Studies curriculum had a number of courses that fulfill the requirements of the Multicultural Studies model. These results were not surprising since, as mentioned elsewhere, Mexican American Studies at San José City College is a successful interdisciplinary program.

The faculty's task purposed the identification of Mexican American Studies courses that had the potential to fulfill the requirements of the Multicultural Studies model as "building blocks" for at least a pilot Multicultural Studies Program (Mexican American component). Such "building blocks" are indeed available, have been "field tested", and meet the requirements of the Multicultural Studies model's major premises and goals.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 7 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES